Once published, a living draft of this plan can be found on the campus’ school page at www.austinisd.org/schools.
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Widén Elementary School Campus Improvement Plan 2019-2020

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(TEC Title 2, Ch 4, Sec.4.001)

2019-20 Campus Mission Statement

In partnership with our parents and community, it is our mission to provide a nurturing environment and a research-based educational experience, empowered by trust, collaboration, creativity, hard work, and a commitment to supporting the whole child, so that our students are inspired to be individuals, to dream big, and to succeed as future leaders of the world.
Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP)
Program Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) data points are identified by an asterisk. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies and presented within red boxes. Once published, a living draft of this plan can be found on the campus’ school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is attached to this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.
### Widén Elementary School Campus Improvement Plan 2019-2020

#### Student Data

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Subject tested</th>
<th>Data Source</th>
<th>Goal</th>
<th>Actual</th>
<th>Data Source</th>
<th>Goal</th>
<th>Actual</th>
<th>Data Source</th>
<th>Goal</th>
<th>Actual</th>
<th>Data Source</th>
<th>Goal</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Other</td>
<td>30%</td>
<td>15%</td>
<td>Benchmark</td>
<td>40%</td>
<td></td>
<td>Other</td>
<td>50%</td>
<td></td>
<td>STAAR</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Other</td>
<td>30%</td>
<td>15%</td>
<td>Benchmark</td>
<td>40%</td>
<td></td>
<td>Other</td>
<td>50%</td>
<td></td>
<td>STAAR</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Other</td>
<td>30%</td>
<td>25%</td>
<td>Benchmark</td>
<td>40%</td>
<td></td>
<td>Other</td>
<td>50%</td>
<td></td>
<td>STAAR</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>Other</td>
<td>30%</td>
<td>19%</td>
<td>Benchmark</td>
<td>40%</td>
<td></td>
<td>Other</td>
<td>50%</td>
<td></td>
<td>STAAR</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Other</td>
<td>30%</td>
<td>15%</td>
<td>Benchmark</td>
<td>40%</td>
<td></td>
<td>Other</td>
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<td>STAAR</td>
<td>50%</td>
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<tr>
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<td>Reading</td>
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<td>12%</td>
<td>Benchmark</td>
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<td></td>
<td>Other</td>
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<td>STAAR</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>Other</td>
<td>30%</td>
<td>7%</td>
<td>Benchmark</td>
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<td></td>
<td>Other</td>
<td>50%</td>
<td></td>
<td>STAAR</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>Other</td>
<td>30%</td>
<td>4%</td>
<td>Benchmark</td>
<td>40%</td>
<td></td>
<td>Other</td>
<td>50%</td>
<td></td>
<td>STAAR</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>
Lever 1: Strong School Leadership and Planning

Comprehensive Needs Assessment*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Overall Scaled Score</td>
<td></td>
<td>59</td>
<td>&gt;=59</td>
<td>81</td>
<td>Goal Met</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>State Domain 1: Academic Achievement Scaled Score</td>
<td>TEA Ratings</td>
<td>55</td>
<td>&gt;=55</td>
<td>71</td>
<td>Goal Met</td>
<td>&gt;=71</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State Domain 2, Part A: Student Growth Scaled Score</td>
<td>TEA Ratings</td>
<td>62</td>
<td>&gt;=62</td>
<td>74</td>
<td>Goal Met</td>
<td>&gt;=74</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>State Domain 2, Part B: Relative Performance Scaled Score</td>
<td>TEA Ratings</td>
<td>57</td>
<td>&gt;=57</td>
<td>79</td>
<td>Goal Met</td>
<td>&gt;=79</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State Domain 3: Closing the Gaps Scaled Score</td>
<td>TEA Ratings</td>
<td>59</td>
<td>&gt;=59</td>
<td>84</td>
<td>Goal Met</td>
<td>&gt;=84</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Consistently Underperforming Student Groups</td>
<td>Domain 3 (2017, 2018, 2019)</td>
<td>--</td>
<td>--</td>
<td>0</td>
<td>Goal Met</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Campus EVAAS value-added score</td>
<td>EVAAS</td>
<td>-4.38 (Level 1)</td>
<td>Level 2</td>
<td>-4.85 (Level 1)</td>
<td>Progress Made</td>
<td>Level 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Teachers at this school trust the principal to make sound professional decisions about instruction.</td>
<td>Staff Survey</td>
<td>90</td>
<td>--</td>
<td>89</td>
<td>Goal Not Met</td>
<td>&gt;=90</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal Leadership (% favorable responses)</td>
<td>Staff Survey</td>
<td>87</td>
<td>&gt;=87</td>
<td>93</td>
<td>Goal Met</td>
<td>&gt;=93</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average Years Experience of Principals</td>
<td>2017-18 TAPR</td>
<td>1617: 26y</td>
<td>--</td>
<td>1718: 8y</td>
<td>N/A</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average Years Experience of Assistant Principals</td>
<td>2017-18 TAPR</td>
<td>1617: 12.5y</td>
<td>--</td>
<td>1718: 4y</td>
<td>N/A</td>
<td>--</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Campus administrator roles and responsibilities</th>
<th>Leadership team meeting agenda and minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus meeting schedule that includes all standing meetings (CAC, PTA, SLT, CST, etc.)</td>
<td>Leadership team member goals and performance evaluations</td>
</tr>
<tr>
<td>Leadership calendar with PLCs and walkthroughs scheduled</td>
<td>Data systems to track all discipline referrals, attendance, and interventions</td>
</tr>
<tr>
<td>Walkthrough form aligned with improvement plan key “look-fors”</td>
<td>X</td>
</tr>
</tbody>
</table>

**Data Analysis**

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): Met most campus goals in leadership. Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages): Campus EVAAS value add score and percent of teachers trusting principal to make sound professional decisions about instruction.

### Strong School Leadership and Planning Strategies

**Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities**

- Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. (ESF_PL1_EA1d_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use campus assessment data to guide weekly PLC meetings and inform lesson planning.</td>
<td>Leadership Team</td>
<td>Completed data Templates, lesson plans reflect skills related to assessments, Response to assessment data on campus data templates</td>
<td>Local</td>
<td>May 2020</td>
<td>9/22/19, 11/3/19, 1/12/20, 2/16/20, 3/22/20, 5/3/20</td>
<td>On Track</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leadership team will meet weekly to monitor progress of student achievement on campus common assessments and teacher response to intervention,</td>
<td>Leadership Team</td>
<td>Leadership team meeting agendas and minutes</td>
<td>Local</td>
<td>May 2020</td>
<td>9/22/19, 11/3/19, 1/12/20, 2/16/20,</td>
<td>On Track</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Progress Monitoring

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Goal</td>
<td>Review assessment data and intervention plans in PLCs. Administer the September and November campus common assessment and review data in PLCs. Enter response to data on data templates and include instructional response in weekly lesson plans.</td>
<td>Teachers will develop plans to increase the percent of students at the meets level during this quarter and progress toward 40% at meets will be monitored weekly. Administer the January and February campus common assessment and review data in PLCs. Enter response to data on data templates and include instructional response in weekly lesson plans.</td>
<td>Develop a campus improvement plan based on 2019-2020 assessment data.</td>
</tr>
<tr>
<td>Student Performance Goal</td>
<td>30% of all students at the meets performance level</td>
<td>40% of all students at the meets performance level</td>
<td>50% of all students at the meets performance level</td>
</tr>
<tr>
<td>Student Performance Actual Results</td>
<td>Oct/Nov 3rd – 5th Math Average 12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct/Nov 3rd – 5th Reading Average 17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct/Nov 5th Science Average 4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct/Nov 4th Writing Average 15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Actions for this Cycle</td>
<td>CIP &amp; CSIM progress and artifact review meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>3/22/20, 5/3/20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Widén Elementary School Campus Improvement Plan 2019-2020

Lever 2: Effective, Well-Supported Teachers

Comprehensive Needs Assessment*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of Highly Effective and Distinguished teachers</td>
<td>PPT</td>
<td>TBD</td>
<td>--</td>
<td>TBD</td>
<td>N/A</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>% of Highly Effective and Distinguished teachers who are retained at the campus</td>
<td>PPT and retention data</td>
<td>100</td>
<td>&gt;75</td>
<td>76.2</td>
<td>Goal Met</td>
<td>&gt;75</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers feel comfortable raising issues and concerns that are important to them.</td>
<td>Staff Survey</td>
<td>82</td>
<td>--</td>
<td>94</td>
<td>Goal Met</td>
<td>&gt;=95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Teachers receive feedback that can help them improve teaching.</td>
<td>Staff Survey</td>
<td>79</td>
<td>--</td>
<td>97</td>
<td>Goal Met</td>
<td>&gt;=97</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is an atmosphere of mutual trust and respect.</td>
<td>Staff Survey</td>
<td>84</td>
<td>--</td>
<td>85</td>
<td>Goal Met</td>
<td>&gt;=86</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional development enhances teachers’ abilities to improve student learning.</td>
<td>Staff Survey</td>
<td>87</td>
<td>--</td>
<td>100</td>
<td>Goal Met</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average Years Experience of Teachers</td>
<td>2017-18 TAPR</td>
<td>1617: 6.7y</td>
<td>--</td>
<td>1718: 8y</td>
<td>Goal Met</td>
<td>&gt;=8.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Beginning Teachers</td>
<td>2017-18 TAPR</td>
<td>1617: 26.5</td>
<td>--</td>
<td>1718: 4.8</td>
<td>Goal Met</td>
<td>&lt;4.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Teachers with 1-5 Years Experience</td>
<td>2017-18 TAPR</td>
<td>1617: 35.7</td>
<td>--</td>
<td>1718: 55</td>
<td>Goal Not Met</td>
<td>&lt;55</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Teachers with 6-10 Years Experience</td>
<td>2017-18 TAPR</td>
<td>1617: 9.8</td>
<td>--</td>
<td>1718: 4.8</td>
<td>Goal Not Met</td>
<td>&gt;4.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Teachers with 11-20 Years Experience</td>
<td>2017-18 TAPR</td>
<td>1617: 23</td>
<td>--</td>
<td>1718: 29.9</td>
<td>Goal Met</td>
<td>&gt;=29.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Teachers with over 20 Years Experience</td>
<td>2017-18 TAPR</td>
<td>1617: 5</td>
<td>--</td>
<td>1718: 5.5</td>
<td>Goal Met</td>
<td>&gt;=5.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<p>| Plan for ongoing and proactive recruitment of high-quality candidates | Plan for training teacher leaders in adult learning facilitation and team dynamics | X Tool for conducting observations and tracking progress, including walkthrough form aligned to the Effective Schools Framework | Staff climate surveys with questions, results, and response plans |</p>
<table>
<thead>
<tr>
<th>Teacher recruitment materials and induction schedules</th>
<th>Strategic plan for teacher placements with rationale provided</th>
<th>Observation schedule based on teacher needs and student assessment results</th>
<th>List of preferred substitutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring practices that align with the school’s vision, mission, values, and goals</td>
<td>X Articulated personalized strategies for retaining staff</td>
<td>Structured follow up observation expectations and timeline</td>
<td>Preferred substitute recruitment and retention plan</td>
</tr>
<tr>
<td>Clear selection criteria, protocols, hiring and induction processes for teachers and teacher leadership</td>
<td>Staff selection tools (rubrics, questions, data analysis tasks)</td>
<td>Structured observation debrief process and timeline</td>
<td>Teacher retention data differentiated by performance</td>
</tr>
</tbody>
</table>

**Data Analysis**

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): Staff climate scores are high overall and on par with district averages.

Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages): Teacher turnover rate is high due to the high stress and high student needs environment.

**Effective, Well-Supported Teachers Strategies**

**Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators.**

- Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff. (ESF_PL2_EA1c_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign a leadership team member to each grade level to assist in PLC meetings, lesson planning, and responding to needs promptly.</td>
<td>Leadership Team</td>
<td>Positive responses on Staff Climate Survey</td>
<td>Title I</td>
<td>April 2020</td>
<td>March 2020</td>
<td>On Track</td>
<td>N/A</td>
</tr>
<tr>
<td>Ensure all new teachers have a campus-based teacher mentor and a staff support system.</td>
<td>Leadership Team</td>
<td>Increased staff retention rate</td>
<td>Title I</td>
<td>May 2020</td>
<td>August 2020</td>
<td>On Track</td>
<td>N/a</td>
</tr>
</tbody>
</table>
### Essential Action 2.2: Build teacher capacity through observation and feedback cycles

- Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.  
  (ESF_PL2_EA2d_INV)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Walkthrough observation data monthly in leadership team meetings to determine needed supports.</td>
<td>Leadership Team</td>
<td>Walkthrough observation data and leadership team meeting agendas and minutes</td>
<td>Title I</td>
<td>April 2020</td>
<td>April 2020</td>
<td>On Track</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process Goal</strong></td>
<td>Leadership team members meet weekly in grade level PLCs, respond to teacher needs daily, and review walkthrough observation data monthly. Leadership team members check in on new teachers weekly.</td>
<td>Leadership team members meet weekly in grade level PLCs, respond to teacher needs daily, and review walkthrough observation data monthly. Leadership team members check in on new teachers weekly. Leadership team members will put emphasis on alignment to assessment during PLC planning and will report out on progress of implementation and percent of students at meets at weekly leadership team meetings.</td>
<td>Leadership team members meet weekly in grade level PLCs, respond to teacher needs daily, and review walkthrough observation data monthly. Leadership team members check in on new teachers weekly. Leadership team members will put emphasis on alignment to assessment during PLC planning and will report out on progress of implementation and percent of students at meets at weekly leadership team meetings.</td>
<td>Revise PLC planning process, leadership team protocols, and walkthrough observation and feedback systems. Consider any revisions needed to teacher support.</td>
</tr>
<tr>
<td><strong>Student Performance Goal</strong></td>
<td>30% of all students at the meets performance level</td>
<td>40% of all students at the meets performance level</td>
<td>50% of all students at the meets performance level</td>
<td>50% of all students at the meets performance level</td>
</tr>
</tbody>
</table>
| **Student Performance Actual Results** | Oct/Nov 3rd – 5th Math Average 12%  
Oct/Nov 3rd – 5th Reading Average 17%  
Oct/Nov 5th Science Average 4%  
Oct/Nov 4th Writing Average 15% | | | |
<table>
<thead>
<tr>
<th>District Actions for this Cycle</th>
<th>CIP &amp; CSIM progress and artifact review meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>![ yellow ] Adjustment Plan In Place</td>
</tr>
</tbody>
</table>
## Lever 3: Positive School Culture

**Comprehensive Needs Assessment***

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of all staff members who have completed customer service orientation</td>
<td>AISD CARES team</td>
<td>--</td>
<td>baseline</td>
<td>5.08</td>
<td>N/A</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus score on the AISD CARES Customer Service Evaluation</td>
<td>AISD CARES team</td>
<td>--</td>
<td>baseline</td>
<td>70</td>
<td>N/A</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># home suspensions (all students)</td>
<td>DEEDS</td>
<td>3</td>
<td>=3</td>
<td>TBD</td>
<td>=3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My involvement in my child’s education is welcomed by campus administrators, counselors and teachers.</td>
<td>District Family Survey</td>
<td>98</td>
<td>98</td>
<td>96</td>
<td>Goal Not Met</td>
<td>98</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The faculty and leadership have a shared vision.</td>
<td>Staff Survey</td>
<td>79</td>
<td>--</td>
<td>95</td>
<td>Goal Met</td>
<td>&gt;=95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, my school is a good place to work and learn.</td>
<td>Staff Survey</td>
<td>91</td>
<td>--</td>
<td>96</td>
<td>Goal Met</td>
<td>&gt;=96</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School staff received sufficient training regarding how to use the social and emotional learning approach at this school.</td>
<td>Staff Survey</td>
<td>80</td>
<td>--</td>
<td>90</td>
<td>Goal Met</td>
<td>&gt;=90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students at this school follow rules of conduct.</td>
<td>Staff Survey</td>
<td>55</td>
<td>--</td>
<td>80</td>
<td>Goal Met</td>
<td>&gt;80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.</td>
<td>Staff Survey</td>
<td>89</td>
<td>--</td>
<td>89</td>
<td>Goal Not Met</td>
<td>&gt;89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school’s discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).</td>
<td>Staff Survey</td>
<td>83</td>
<td>--</td>
<td>92</td>
<td>Goal Met</td>
<td>&gt;=92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Student Conduct subscale (% favorable responses)</td>
<td>Staff Survey</td>
<td>55.9</td>
<td>--</td>
<td>77.5</td>
<td>Goal Met</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students at my school are respectful of others.</td>
<td>Student Climate Survey</td>
<td>NA</td>
<td>TBD</td>
<td>81</td>
<td>N/A</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Environment subscale (% favorable responses)</td>
<td>Student Climate Survey</td>
<td>74.4</td>
<td>--</td>
<td>75</td>
<td>Progress Made</td>
<td>77</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe at my school.</td>
<td>Student Climate Survey</td>
<td>TBD</td>
<td>--</td>
<td>TBD</td>
<td>***</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Home suspensions = HSS, Discretionary removals = DR, Mandatory removals = MR*
Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Description</th>
<th>Implementation Plan</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting schedule with protected time for Child Study Team (CST) meetings, CST meeting protocol, and expected CST participants</td>
<td>Referrals by teacher, grade level, time of day, student group, code, consequence, etc.</td>
<td>Customer Service Walkthrough</td>
<td>eCST Individual Students and Roster Based Programs with interventions and supports</td>
</tr>
<tr>
<td>Discretionary Removal Checklist</td>
<td>Posted District Customer Service Standards</td>
<td>X</td>
<td>Principal Customer Service Dashboard</td>
</tr>
<tr>
<td>Emergency Operations Plans and Drill Schedule</td>
<td>Number/frequency of reviews of student discipline and/or attendance data</td>
<td>Customer Service Campus Data Sheet</td>
<td>Assignment of Campus Safety Coordinator</td>
</tr>
<tr>
<td>School vision, mission, goals, and values established and translated into Spanish/Vietnamese/Mandarin for bilingual campuses</td>
<td>School vision, mission, goals development process, including stakeholder input list</td>
<td>Campus Improvement Plan that includes mission, vision, values</td>
<td>Campus climate surveys with questions, results, and response plans</td>
</tr>
<tr>
<td>Campus-wide system of rewards and consequences, including restorative practices</td>
<td>X Campus-wide program to proactively teach mental health and wellness skills to students</td>
<td>Systems to engage families about their child’s performance/CCMR/postsecondary in a positive, constructive, and personalized way.</td>
<td>Family and community engagement and impact data collected and reviewed regularly</td>
</tr>
</tbody>
</table>

Data Analysis

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): Customer service, shared vision, and staff climate scores are high overall and on par with district averages.
Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages): We need to increase parent involvement in children’s education,

Positive School Culture Strategies

**Essential Action 3.1: Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.**
Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success. (ESF_PL3_EA1b_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers engage in monthly goals setting and progress monitoring conferences with students.</td>
<td>Leadership Team</td>
<td>Student planners, data trackers, and monthly conference forms</td>
<td>Local</td>
<td>May 2020</td>
<td>Monthly</td>
<td>Some Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>Provide social and emotional, academic, and creative learning support for students through the Literacy to Life Program.</td>
<td>Principal</td>
<td>Observation &amp; Literacy To Life Play</td>
<td>Title I</td>
<td>January 2020</td>
<td>January 2020</td>
<td>On Track</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Essential Action 3.2: Explicit behavioral expectations and management systems for students and staff

- All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. (ESF_PL3_EA2b_INV)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement a campus culture and climate plan that includes a system of positive behavior supports, and appropriate rewards and consequences.</td>
<td>Leadership Team</td>
<td>Intensive support behavior graphs</td>
<td>Title I</td>
<td>May 2020</td>
<td>Weekly</td>
<td>Some Progress</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Strategy #2

- All staff and students are taught, practice, and reinforce behavioral expectations with a common language. (ESF_PL3_EA2a_INV)
<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide explicit instruction on social and emotional skills and strategies</td>
<td>Counselor and</td>
<td>Guidance lessons/schedule</td>
<td>Local</td>
<td>May 2020</td>
<td>Weekly</td>
<td>On Track</td>
<td>N/A</td>
</tr>
<tr>
<td>through guidance lessons and Responsive Classrooms practices.</td>
<td>Teachers</td>
<td>and classroom circle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>meetings</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Essential Action 3.3: Proactive and responsive student support services**

- The school has a campus-wide program to proactively teach mental health and wellness skills to students. (ESF_PL3_EA3a_INV)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the Morning Meeting, closing circle, and quiet time</td>
<td>Leadership Team</td>
<td>Responsive Classroom</td>
<td>Local</td>
<td>May 2020</td>
<td>Weekly</td>
<td>Some Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>Responsive classroom structures and restorative circles as needed.</td>
<td></td>
<td>Observation form data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy #2**

- Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs. (ESF_PL3_EA3c_INV)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide social and emotional support</td>
<td>Principal</td>
<td>CIS Principal Report</td>
<td>Title I</td>
<td>May 2020</td>
<td>Monthly</td>
<td>On Track</td>
<td>N/A</td>
</tr>
<tr>
<td>and community wrap around services for students and families in crisis or in need of a variety of social services.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Strategy #3**

- Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs. (ESF_PL3_EA3c_INV)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>April 2020</td>
<td></td>
<td>On Track</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Involve the entire campus in school wide rule development and No Place for Hate activities to promote student safety.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student Performance Goal</td>
<td>At least 85% of students follow rules of conduct.</td>
<td>At least 85% of students follow rules of conduct.</td>
<td>At least 85% of students follow rules of conduct.</td>
<td>At least 85% of students follow rules of conduct.</td>
</tr>
<tr>
<td>Student Performance Actual Results</td>
<td>89% of students follow rules of conduct.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Actions for this Cycle</td>
<td>CIP &amp; CSIM progress and artifact review meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td></td>
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</tr>
</tbody>
</table>
Widén Elementary School Campus Improvement Plan 2019-2020

This Focus Area has been self-selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year.

**Levers 4 & 5: High-Quality Curriculum and Effective Instruction**

### Comprehensive Needs Assessment*

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD</td>
<td>TX-KEA BOY</td>
<td>67</td>
<td>77</td>
<td>82</td>
<td>Goal Met</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students meeting their individualized Dyslexia/reading progress measures as defined in their intervention plans</td>
<td>Dyslexia &amp; Literacy/biliteracy Dept.</td>
<td>--</td>
<td>baseline</td>
<td>TBD</td>
<td>N/A</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>% of English Learners at Advanced High or made one year of Composite Progress</td>
<td>TELPAS</td>
<td>41</td>
<td>&gt;=36</td>
<td>44</td>
<td>Goal Met</td>
<td>&gt;=44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students in grade 5 who demonstrate proficiency on a problem-based learning activity</td>
<td>TEAMS</td>
<td>84</td>
<td>&gt;=90</td>
<td>88</td>
<td>Progress Made</td>
<td>&gt;=90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Domain 3 Academic Achievement % of targets met (Reading and Math)</td>
<td>TEA data download</td>
<td>Rdg: 0/7, Mth: 0/7</td>
<td>--</td>
<td>Rdg: 5/7, Mth: 6/7</td>
<td>Progress Made</td>
<td>Rdg: &gt;=6/7, Mth: &gt;=6/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Domain 3 Growth % of targets met (Reading and Math)</td>
<td>TEA data download</td>
<td>Rdg: 6/7, Mth: 0/7</td>
<td>Rdg: 5/5, Mth: 5/5</td>
<td>Goal Met</td>
<td>Rdg: &gt;=5/5, Mth: &gt;=5/5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ISIP % On or Above GL

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>All Students - English</th>
<th>All Students - Spanish</th>
<th>All Students - Combined English and Spanish</th>
<th>African American</th>
<th>Hispanic</th>
<th>ECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>37%</td>
<td>26%</td>
<td>45%</td>
<td>62%</td>
<td>40%</td>
<td>43%</td>
</tr>
<tr>
<td>2nd</td>
<td>75%</td>
<td>76%</td>
<td>48%</td>
<td>37%</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>Total</td>
<td>56%</td>
<td>51%</td>
<td>47%</td>
<td>50%</td>
<td>52%</td>
<td>54%</td>
</tr>
<tr>
<td>TELPAS</td>
<td># Tested</td>
<td>% Adv High Composite</td>
<td>% Progressed 1+ Prof Lvl - Composite</td>
<td>% Progressed 1+ Prof Lvl - Listening</td>
<td>% Progressed 1+ Prof Lvl - Speaking</td>
<td>% Progressed 1+ Prof Lvl - Reading</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>----------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>1st</td>
<td>27</td>
<td>15%</td>
<td>70%</td>
<td>100%</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>2nd</td>
<td>26</td>
<td>0%</td>
<td>15%</td>
<td>33%</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>3rd</td>
<td>33</td>
<td>15%</td>
<td>41%</td>
<td>77%</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>4th</td>
<td>35</td>
<td>14%</td>
<td>22%</td>
<td>9%</td>
<td>27%</td>
<td>42%</td>
</tr>
<tr>
<td>5th</td>
<td>32</td>
<td>34%</td>
<td>50%</td>
<td>58%</td>
<td>35%</td>
<td>61%</td>
</tr>
<tr>
<td>6th</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Total</td>
<td>175</td>
<td>15%</td>
<td>34%</td>
<td>54%</td>
<td>44%</td>
<td>47%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAAR</th>
<th>All Students - Reading</th>
<th>All Students - Writing</th>
<th>All Students - Math</th>
<th>All Students - Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Lvl</td>
<td>% App</td>
<td>% Meets</td>
<td>% Mst</td>
<td>% App</td>
</tr>
<tr>
<td>3rd</td>
<td>77%</td>
<td>34%</td>
<td>11%</td>
<td>NA</td>
</tr>
<tr>
<td>4th</td>
<td>65%</td>
<td>32%</td>
<td>10%</td>
<td>51%</td>
</tr>
<tr>
<td>5th</td>
<td>88%</td>
<td>55%</td>
<td>13%</td>
<td>NA</td>
</tr>
<tr>
<td>6th</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Total</td>
<td>77%</td>
<td>40%</td>
<td>12%</td>
<td>51%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAAR</th>
<th>Hispanic</th>
<th>African American</th>
<th>ECD</th>
<th>SpEd</th>
<th>EL Students - Spanish</th>
<th>EL Students - English</th>
<th>EL Students - Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>% App</td>
<td>% Meets</td>
<td>% Mst</td>
<td>% App</td>
<td>% Meets</td>
<td>% Mst</td>
<td>% App</td>
</tr>
<tr>
<td>Reading</td>
<td>78%</td>
<td>42%</td>
<td>13%</td>
<td>60%</td>
<td>40%</td>
<td>1%</td>
<td>76%</td>
</tr>
<tr>
<td>Writing</td>
<td>49%</td>
<td>24%</td>
<td>3%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>53%</td>
</tr>
<tr>
<td>Math</td>
<td>76%</td>
<td>47%</td>
<td>13%</td>
<td>50%</td>
<td>30%</td>
<td>1%</td>
<td>75%</td>
</tr>
<tr>
<td>Science</td>
<td>69%</td>
<td>44%</td>
<td>6%</td>
<td>40%</td>
<td>20%</td>
<td>1%</td>
<td>67%</td>
</tr>
</tbody>
</table>
Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Sample lessons with formative assessments</th>
<th>Three to five instructional strategies identified and modeled with consistency and fidelity in all classrooms.</th>
<th>Leadership calendar with PLCs and walkthroughs scheduled</th>
<th>Assessment calendar with district-wide and level-specific testing expectations for the entire school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan review protocol/criteria/templates</td>
<td>System for staff to identify students who have significant learning gaps</td>
<td>PLCs that include protected time for data analysis and lesson presentations monthly</td>
<td>X Monthly progress monitoring and tracking tools for teachers and students</td>
</tr>
<tr>
<td>X Lesson Plan submission and feedback cycle expectations and protocols</td>
<td>Consistent, efficient, and visible structures in the classroom</td>
<td>Sample PLC/Data Meeting minutes</td>
<td>Sample Formative Assessments</td>
</tr>
<tr>
<td>Yearly Planning Guides (YPGs) for all grades and content areas (Scope and Sequence)</td>
<td>Class schedules with English and Spanish content and language allocation—for Dual Language and Transitional/Late Exit bilingual models</td>
<td>Dreambox reports/results</td>
<td>Sample Data Analysis forms, including disaggregated data and plans for reteaching</td>
</tr>
<tr>
<td>Teacher-created PBL lesson plans and student products related to PBL</td>
<td>Dual Language Handbook (for campuses that have created one thus far)</td>
<td>Istation reports/results</td>
<td>AISD Literacy Framework</td>
</tr>
</tbody>
</table>

Data Analysis

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): We increased the percent of students reading on or above grade level at the primary grades.

Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages): We need to increase the percent of students performing at the meets and masters level on STAAR tests.

High-Quality Curriculum and Effective Instruction Strategies

**Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence**

- Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. (ESF_PL4_EA1b_IMP)
<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement a campus wide assessment plan, aligned to readiness for the next grade level as a method of guiding PLC work.</td>
<td>Leadership Team</td>
<td>Assessment data entered on all students data spreadsheet</td>
<td>Title I</td>
<td>May 2020</td>
<td>9/22/19, 11/3/19, 1/12/20, 2/16/20, 3/22/20, 5/3/20</td>
<td>On Track</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Essential Action 5.1: Objective-driven daily lesson plans with formative assessments**

- Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. (ESF_PL5_EA1b_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement effective lesson planning approaches to ensure alignment to state assessments (3rd - 5th) and campus wide assessments (PK-2nd).</td>
<td>Leadership Team</td>
<td>Use of Lesson plan template</td>
<td>Title I</td>
<td>May 2020</td>
<td>Tuesday PLC Meetings</td>
<td>On Track</td>
<td>N/A</td>
</tr>
<tr>
<td>Leadership team members plan with grade level PLCs and review use of lesson plan alignment template.</td>
<td>Leadership Team</td>
<td>Use of Lesson plan template</td>
<td>Title I</td>
<td>May 2020</td>
<td>Tuesday PLC Meetings</td>
<td>On Track</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Essential Action 5.2: Effective classroom routines and instructional strategies**

- Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations. (ESF_PL5_EA2d_INV)
### Action Steps

Utilize a weekly walkthrough form aligned to the campus improvement plan, used by all leadership team members, to ensure teachers receive feedback at least biweekly.

Ensure a 1:1 student device ration so that all students in 1st - 5th grade can access web-based instructional program and interventions.

### Evidence of Implementation

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Team</td>
<td>Walkthrough form data</td>
<td>Title I</td>
<td>May 2020</td>
<td>9/22/19, 11/3/19, 1/12/20, 2/16/20, 3/22/20, 5/3/20</td>
<td>On Track</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td>1:1 device ratio</td>
<td>Title I</td>
<td>October 2020</td>
<td>10/30/19</td>
<td>Met/Completed</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Essential Action 5.3: Data driven instruction

- Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting. (ESF_PL5_EA3d_INV)

### Action Steps

Monitor student progress on campus common assessments.

### Evidence of Implementation

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Team</td>
<td>Assessment data entered on all students data spreadsheet</td>
<td>Title I</td>
<td>May 2020</td>
<td>9/22/19, 11/3/19, 1/12/20, 2/16/20, 3/22/20, 5/3/20</td>
<td>On Track</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Essential Action 5.4: RTI for students with learning gaps

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Team</td>
<td></td>
<td>Title I</td>
<td>May 2020</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
- All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year. (ESF_PL5_EA4a_INV)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor response to intervention commitments.</td>
<td>Leadership Team</td>
<td>RTI portion of all students data spreadsheet</td>
<td>Title I</td>
<td>May 2020</td>
<td>9/22/19, 11/3/19, 1/12/20, 2/16/20, 3/22/20, 5/3/20</td>
<td>On Track</td>
<td>N/A</td>
</tr>
<tr>
<td>Provide targeted individual literacy intervention to Tier 3 students in K-2nd grade with Literacy First.</td>
<td>Principal</td>
<td>Literacy First Semester Reports</td>
<td>Title I</td>
<td>May 2020</td>
<td>Monthly</td>
<td>On Track</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Process Goal</td>
<td>Meet weekly in grade level PLCs, implement backward design lesson planning, review student progress on assessments, and review RTI data. Share observation feedback at least every two weeks.</td>
<td>Meet weekly in grade level PLCs, implement backward design lesson planning, review student progress on assessments, and review RTI data. Share observation feedback at least every two weeks.</td>
<td>Meet weekly in grade level PLCs, implement backward design lesson planning, review student progress on assessments, and review RTI data. Share observation feedback at least every two weeks.</td>
<td>Review the effectiveness of meeting weekly in grade level PLCs, implementing backward design lesson planning. Review effectiveness of monitoring student progress on assessments, and monitoring RTI data. Review effectiveness of sharing observation feedback at least every two weeks.</td>
</tr>
<tr>
<td>Student Performance Goal</td>
<td>30% of all students at the meets performance level</td>
<td>40% of all students at the meets performance level</td>
<td>50% of all students at the meets performance level</td>
<td>50% of all students at the meets performance level</td>
</tr>
<tr>
<td>Student Performance Actual Results</td>
<td>Oct/Nov 3rd – 5th Math Average 12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Actions for this Cycle</td>
<td>CIP &amp; CSIM progress and artifact review meeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>![Yellow Circle] Adjustment Plan In Place</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Widén Elementary School Campus Improvement Plan 2019-2020

Advanced Academics

Comprehensive Needs Assessment*

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Campus' rating on the current year’s GT Campus Accountability Monitoring Plan¹</td>
<td>GT-CAMP</td>
<td>Exemplary</td>
<td>Exemplary or Recognized</td>
<td>Out of Compliance</td>
<td>Goal Not Met</td>
<td>Exemplary or Recognized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>% African American students enrolled in Gifted/Talented (GT) programs²</td>
<td>TEAMS</td>
<td>3.2</td>
<td>7.7</td>
<td>6.9</td>
<td>Progress Made</td>
<td>7.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>% Hispanic students enrolled in Gifted/Talented (GT) programs</td>
<td>TEAMS</td>
<td>3.7</td>
<td>7.7</td>
<td>3.1</td>
<td>Goal Not Met</td>
<td>7.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Student Assessment = SA, Service Design = SD, Curriculum & Instruction = C&I, Professional Development = PD, Family and Community Engagement = FCE
² Includes African American students who are within the “Two or more races” category.

Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

- 2019-20 Gifted and Talented Campus Accountability Monitoring Plan
- AP/IB Exam Participation & Performance disaggregated by subpopulations
- X Campus Gifted and Talented Count, by grade level and six weeks reporting period

Data Analysis

Strengths: Campus made progress on the percent of African American students participating in the gifted & talented program.
Weaknesses: Student enrollment in the gifted and talented program is significantly below the district expectation.

Advanced Academics Improvement Strategies

Strategy #1

- GT screening includes efforts to meet or exceed the District’s scorecard target for the percent of GT African American and GT Hispanic students.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
</table>
Ensure teachers are trained in characteristics of gifted students and outreach efforts are made to get parent consent for testing.

<table>
<thead>
<tr>
<th>Leadership Team</th>
<th>Gifted &amp; Talented testing nominations</th>
<th>February 2020</th>
<th>In Progress and On-Track</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Increase students nominated for testing in the fall enrollment period from 14 to 20.</td>
<td>Increase students nominated for testing in the spring enrollment period from 39 to 45.</td>
<td>Increase number admitted to the GT program.</td>
<td>Review GT participation and monitoring plan to make adjustments for the 2020-2021 school year.</td>
</tr>
<tr>
<td>Actual</td>
<td>20 students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>[Green Circle] On Track</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Widén Elementary School Campus Improvement Plan 2019-2020

PreK - 12+ College, Career, and Life Readiness

Comprehensive Needs Assessment*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Attendance rate (all students, grades 1-12)</td>
<td>PEIMS</td>
<td>94.7%</td>
<td>94.6%</td>
<td>Goal Not Met</td>
<td>95.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AVID Elementary students' average attendance rate (percent)</td>
<td>AVID Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students at the school that had more unexcused absences during the 4th 9 weeks than the ES ave.</td>
<td>eCST</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

X Attendance Committee procedures X Blend PageView Excel Spreadsheet CTE offerings by campus

20 Day Attendance Challenge Parent BLEND tour CTE 4-year plan template

Attendance 101 for Teachers webinar Naviance College Scope & Sequence

eCST ADA Dashboards TEA 19-20 IBC list

Data Analysis

Strengths: Campus leaders and support staff are analyzing attendance data weekly and providing incentives and activities for excellent attendance. Weaknesses: We lack support systems to address the needs of students with chronic absenteeism.

College, Career, and Life Readiness Improvement Strategies

Strategy #1

• Establish an Attendance Committee. (Att_Drop_1_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Improved attendance rates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Austin Independent School District

28 of 38
Implement an attendance committee with roles and responsibilities that increase campus attendance rate.

<table>
<thead>
<tr>
<th>Leadership Team</th>
<th>Title I</th>
<th>May 2020</th>
<th>In Progress and On-Track</th>
</tr>
</thead>
</table>

Send a representative to Check & Connect mentor training for attendance improvement strategies.

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Improved attendance rates</th>
<th>Local</th>
<th>November 2020</th>
<th>Completed</th>
</tr>
</thead>
</table>

### Strategy #2

- Provide the Campus Innovative Connector (CIC) extra planning time and PLC time to support teachers. (Att_Drop_7_INV)
- Participate in professional development and utilize tech design coaches on campus. (Tech_1_IMP)
- Publish BLEND Campus Community Course. (Tech_2_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use BLEND in classrooms: PageView goals at 4000</td>
<td>Technology Team, Teachers</td>
<td>% of teachers using BLEND: ES 20% of goal measured thru Blend PageView Spreadsheet</td>
<td>Local</td>
<td>Ongoing</td>
<td>In Progress and On-Track</td>
</tr>
<tr>
<td>Use BLEND Campus Community Course to share announcements, events, and deadlines with parents</td>
<td>Technology Team, Teachers</td>
<td>% of Parents using BLEND thru Parent BLEND tour</td>
<td>Title I</td>
<td>Ongoing</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

### Strategy #3

Implement proactive systems designed to increase attendance.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ACE after school enrichment classes and give priority enrollment to students with chronic absenteeism.</td>
<td>ACE Program Coordinator</td>
<td>Improved attendance rates</td>
<td>Comprehensives Grant</td>
<td>May 2020</td>
<td>In Progress and On-Track</td>
</tr>
<tr>
<td>Provide awards and celebrations for students with excellent attendance.</td>
<td>Parent Support Specialist</td>
<td>Improved attendance rates</td>
<td>Local</td>
<td>May 2020</td>
<td>In Progress and On-Track</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Define roles and responsibilities of attendance committee. Enroll students with attendance issues in the ACE after school program. Provide attendance awards and celebrations.</td>
<td>Monitor the implementation of roles and responsibilities of the attendance committee. Provide attendance awards and celebrations.</td>
<td>Monitor the implementation of roles and responsibilities of the attendance committee. Provide attendance awards and celebrations.</td>
<td>Revise the roles and responsibilities of the attendance committee as needed to improve campus attendance.</td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td>Increase student attendance rate to 95.1%</td>
<td>Increase student attendance rate to 95.1%</td>
<td>Increase student attendance rate to 95.1%</td>
<td>Increase student attendance rate to 95.1%</td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>On Track</td>
<td></td>
<td></td>
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</tbody>
</table>
## Communication and Community Engagement

### Comprehensive Needs Assessment*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>% Mobility rate</td>
<td>2017-18 TAPR</td>
<td>17%</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has an active and functioning Parent Teacher Association.</td>
<td>ACP TA and COSL</td>
<td>--</td>
<td>--</td>
<td>Y</td>
<td>Goal Met</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility utilization (3 years)</td>
<td>Facilities</td>
<td>NA</td>
<td>75%</td>
<td>Pending</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school has an active and functioning Campus Advisory Council (CAC)¹</td>
<td>Principal attestation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment data</td>
<td>Student Services</td>
<td>522</td>
<td>492</td>
<td>447</td>
<td>Goal Not Met</td>
<td>Projection: 381</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longitudinal data (3 years)</td>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers (3 years)</td>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

²Active means the CAC holds regular open meetings, includes members that are parents, community representatives, and staff, has elected officers, reviews the campus' TAPR and other needs assessment data, provides input on the Campus Improvement Plan, approves the campus budget, and approves the campus professional learning plan each year.

### Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Artifacts Reviewed</th>
<th>Checkmark</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Study System/MTSS Resource Site</td>
<td>X</td>
<td>Campus marketing plan</td>
</tr>
<tr>
<td>Community School Implementation Guide</td>
<td></td>
<td>Texas PTA toolkit</td>
</tr>
<tr>
<td>Mobility Blueprint</td>
<td></td>
<td>Title 1 Parent Compact</td>
</tr>
<tr>
<td>Campus Targeted Utilization Plan (TUP) Needs Assessment</td>
<td></td>
<td>City of Austin eCST data</td>
</tr>
</tbody>
</table>

### Data Analysis

**Strengths:** School leadership team functions well and meets weekly to ensure all systems are operating efficiently and problems are addressed promptly.

**Weaknesses:** Increasing parent and community engagement and communication.
## Communication and Community Engagement Improvement Strategies

### Strategy #1
- Form alliances with community and governmental entities to enhance student achievement, career exploration, scholarships and college financial aid. Ensure each alliance uses common metrics to gauge their impact (a GEAR-UP strategy).  

### Action Steps
- Appoint a Community School Facilitator to increase family and community engagement and support for students.

### Responsible Party
- Community School Facilitator

### Evidence of Implementation
- Increased supports for students and family engagement

### Funding Source
- Title I

### Timeline for Completion
- May 2020

### Implementation Status
- Completed

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Become a Community School and appoint a Community School Facilitator.</td>
<td>Increase family participation at campus events.</td>
<td>Increase community partnerships.</td>
<td>Identify areas in which to better engage families and communities for the next school year.</td>
</tr>
<tr>
<td>Actual</td>
<td>Community School status awarded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>[Green Circle] On Track</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Supporting Special Populations

**Comprehensive Needs Assessment***

<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of campus enrollment identified as 504</td>
<td>504 Dept.</td>
<td>--</td>
<td>&gt;=5</td>
<td>6.03</td>
<td>Goal Met</td>
<td>&gt;=5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% 504 Annual and Re-Evaluation meetings held on time</td>
<td>504 Dept.</td>
<td>--</td>
<td>95%</td>
<td>100%</td>
<td>Goal Met</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Initial, Transfer, and Annual ARDs held on time</td>
<td>CRTE</td>
<td>--</td>
<td>100</td>
<td>97</td>
<td>Progress Made</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X % parent participation for ARD meetings</td>
<td>CRTE</td>
<td>--</td>
<td>100</td>
<td>79</td>
<td>Goal Not Met</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student’s grade level</td>
<td>CRTE</td>
<td>--</td>
<td>&lt; 10</td>
<td>18</td>
<td>Goal Not Met</td>
<td>&lt; 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.**

- 504 Coordinator manual: X District Special Education Website
- 504 Department Website: X Campus Roadmap to Excellence (CRTE) Information Guide
- Cheat Sheet for 504 Meetings: Step by Step Guide to Accessing Your Campus CRTE Data Report
- Referral CHECKLIST for Initial 504 Dyslexia/Dysgraphia Evaluation: SEEDS Graduation Options for Students Receiving Special Education Services Guidance Document

**Data Analysis**

Strengths: 504 Coordinator and campus calendar system work well to ensure all timelines are met.
Weaknesses: Parents face challenges that prevent them from attending ARD meetings at times.

**Improvement Strategies for Special Populations**
### Strategy #1
- Ensure multiple attempts to arrange a meeting with parents at a mutually agreed on time and place are documented in the SEEDS communication log.

(ARD_parent_1_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure all ARDs are scheduled well before due dates to accommodate for possible parent schedule changes.</td>
<td>Special Education Teachers, General Education Teachers, LSSP</td>
<td>Increased parent attendance at ARD meetings</td>
<td>Local</td>
<td>May 2020</td>
<td>In Progress and On-Track</td>
</tr>
<tr>
<td>Ensure parents receive a reminder phone call the day before an ARD meeting, a 504 meeting, or a CST meeting where parent attendance is needed.</td>
<td>Special Education Teachers, 504Coordinator, General Education Teachers.</td>
<td>Increased parent attendance at ARD meetings</td>
<td>Local</td>
<td>May 2020</td>
<td>In Progress and On-Track</td>
</tr>
</tbody>
</table>

### Progress Monitoring

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Goal</th>
<th>Actual</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1 (8/20-11/22)</td>
<td>Remind staff the process for scheduling meetings and notifying parents to increase percent of parents attending ARD meetings to 85% or more.</td>
<td>We have communicated expectations to staff for reminding parents about meetings.</td>
<td>On Track</td>
</tr>
<tr>
<td>Cycle 2 (12/2-2/28)</td>
<td>Work with Special Education Coordinator to check on percent of parents attending ARD meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycle 3 (3/2-5/29)</td>
<td>Remind staff the process for scheduling meetings and notifying parents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycle 4 (6/1-8/31)</td>
<td>Work with Special Education Coordinator to check on percent of parents attending ARD meetings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Widén Elementary School Campus Improvement Plan 2019-2020

## Sustainability

### Comprehensive Needs Assessment*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Energy Use Index of school measured by kBtu/ft²</td>
<td>AISD Energy Management web page</td>
<td>--</td>
<td>--</td>
<td>42.81</td>
<td>Goal Met</td>
<td>&lt; 65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Water Use Index of school measured by gallons/student</td>
<td>AISD Energy Management web page</td>
<td>--</td>
<td>--</td>
<td>4323</td>
<td>Goal Met</td>
<td>&lt; 5,500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zero waste: Diversion rate &amp; landfill yardage/student</td>
<td>Campus Data in ZW Toolkit</td>
<td>47.8</td>
<td>--</td>
<td>47.8</td>
<td>Goal Met</td>
<td>&gt;40%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food: Nutrition and Food Services Survey completion rate</td>
<td>Food Services</td>
<td>--</td>
<td>--</td>
<td>Parent/guardian=11, school staff=5, student=0</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nature: AISD Outdoor Learning Features</td>
<td>AISD Outdoor Learning Features Inventory</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*note: In Future school years, campus-level strategies will be developed for air quality and transportation*

### Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Artifacts Reviewed</th>
<th>Checkmarks indicate systems/processes that are not yet fully implemented on the campus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>AISD Environmental Sustainability Policy</td>
</tr>
<tr>
<td></td>
<td>Harvest Guidelines</td>
</tr>
<tr>
<td></td>
<td>Watt Watchers of Texas</td>
</tr>
</tbody>
</table>

### Data Analysis

**Strengths:** We are currently meeting the sustainability and energy conservation targets.

**Weaknesses:** We do not have enough information about campus and district sustainability and energy conservation goals.
## Sustainability Improvement Strategies

### Strategy #1

- In Q1, identify a Green Team Lead to review artifacts in the CIP, identify recommended strategies, and organize any green team activities at the school.  
  (artifact = NWF Eco-School Handbook, evidence = Green Team Lead identified in AISD Directory).  
  (GreenTeam_1_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appoint a Campus Sustainability Coordinator to gather information and lead green team efforts on campus.</td>
<td>Danielle Bryant</td>
<td>Information about district and campus goals and initiatives shared with campus leaders and staff.</td>
<td>Title I</td>
<td>May 2020</td>
<td>In Progress and On-Track</td>
</tr>
</tbody>
</table>

#### Progress Monitoring

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Identify a Campus Sustainability Coordinator.</td>
<td>Campus Sustainability Coordinator gathers information.</td>
<td>Campus Sustainability Coordinator shares information with staff.</td>
<td>Staff plans to implement sustainability and energy conservation strategies for the upcoming school year.</td>
</tr>
<tr>
<td>Actual</td>
<td>Campus Sustainability Coordinator was selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td><img src="#" alt="On Track" /></td>
<td>On Track</td>
<td></td>
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</tr>
</tbody>
</table>
## Whole Child, Every Child

### Comprehensive Needs Assessment*  

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Campus rating on the Coordinated School Health (CSH) Survey</td>
<td>CSH Survey</td>
<td>Exemplary</td>
<td>Exemplary or Recognized</td>
<td>Recognized</td>
<td>Goal Met</td>
<td>Exemplary or Recognized</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students with current immunizations</td>
<td>Seton Health Services</td>
<td>97.43</td>
<td>95</td>
<td>100</td>
<td>Goal Met</td>
<td>95</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of staff that participate in at least one LiveHealthyAISD Wellness Challenge</td>
<td>AISD Wellness Team</td>
<td>6</td>
<td>20</td>
<td>9</td>
<td>Goal Not Met</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Campus SEL implementation survey score²</td>
<td>SEL Team</td>
<td>67</td>
<td>61</td>
<td>81</td>
<td>Goal Met</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of community arts partnerships</td>
<td>CLI Team</td>
<td>16</td>
<td>&gt;= 6</td>
<td>40</td>
<td>Goal Met</td>
<td>&gt;= 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of campus created arts experiences to engage families, faculty and community</td>
<td>CLI Team</td>
<td>6</td>
<td>&gt;= 6</td>
<td>11</td>
<td>Goal Met</td>
<td>&gt;= 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of teachers who participate in creative teaching or arts integration professional learning</td>
<td>CLI Team</td>
<td>100</td>
<td>100%</td>
<td>90</td>
<td>Goal Met</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹Body Mass Index = BMI, Cardio = C, Aerobic Capacity = AC, Curl-Ups = CU, Push-Ups = PU, Sit and Reach = SR, Trunk Lift = TR  
²The SEL implementation survey score includes 19 indicators spread across four goals: Empowering campus leadership, Coordination with family and community partners, Coordination with climate and pedagogy, and Explicit SEL instruction.

### Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Description</th>
<th>Checkmark</th>
<th>Requires Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting schedule with protected time for Whole Child, Every Child committee meetings, meeting protocol, and expected participants</td>
<td>Submission of Wellness Champ’s Name and title</td>
<td>X</td>
<td>CATCH Coordination Theme Kits</td>
</tr>
<tr>
<td>3 SEL Signature Practices</td>
<td>GoNoodle and other Brain Breaks</td>
<td>X</td>
<td>Wellness Policy</td>
</tr>
</tbody>
</table>
Data Analysis

Strengths: Campus has created additional wellness spaces, sensory gym and mindfulness room for student use.
Weaknesses: Students prefer unhealthy snack options and are not physically active enough.

Whole Child, Every Child Improvement Strategies

Strategy #1

- Ensure staff and teachers have received required training related to health services. (Health_2_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train staff in CATCH protocols.</td>
<td>Leadership Team</td>
<td>Coordinated School Health Survey</td>
<td>Title I</td>
<td>April 2020</td>
<td>In Progress and On-Track</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Appoint a leadership team member to monitor CATCH implementation.</td>
<td>Provide campus based PD on CATCH implementation.</td>
<td>Provide campus based PD on CATCH implementation.</td>
<td>Evaluate CATCH implementation.</td>
</tr>
<tr>
<td>Actual</td>
<td>A leadership team member was appointed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>[Green] On Track</td>
<td>[Blank]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
<td>CIP only (bronze)</td>
<td>Zone CIP (bronze)</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>By July 30</td>
<td>Streamlined 19-20 IP templates available online, including 18-19 summative data, 19-20 goals, and updated recommended strategies. Strategies from 18-19 plans will not roll over.</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7/29 &amp; 7/30</td>
<td>Principals’ Retreats – Accountability overview, IP development overview, annual evaluation and data analysis, root cause analysis, and identification of 2-3 Priority Focus Areas for increased progress monitoring/support</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>By 8/5</td>
<td>Annual evaluation and data analysis completed: 1. 2018-19 Goal Status drop-downs 2. Review of artifacts 3. Data Analysis boxes with strengths and weaknesses</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7-Aug</td>
<td>CIP/TIP General Work Sessions (9-11, 12-2, 3-5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-Sep</td>
<td>CIP first drafts complete in online template</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>30-Sep</td>
<td>CIP first drafts posted on campus websites in English</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9/30-10/11</td>
<td>Window for CIP draft translation (optional) and feedback collected from staff, families, and community (recommended)</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9/30-10/11</td>
<td>Principal and 19-20 CAC/IP Developers meet for 60 minutes minimum to: 1. Review community feedback on 18-19 CIP, if collected 2. Review results of the annual evaluation, data analysis, and root cause analysis 3. Review draft Improvement Plan and provide feedback 4. Ensure Family and Community Engagement strategies are included throughout the plan 5. Approve all professional learning strategies</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9/30-10/11</td>
<td>Window for central office and supervisor review – CIPs only</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10/14-10/25</td>
<td>Campus makes adjustments based on Targeted Feedback posted in online template</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>31-Oct</td>
<td>CIPs published online on <a href="http://www.austinisd.org/schools">www.austinisd.org/schools</a> pages by 5pm</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Cycle 1 (Oct-Nov)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>CIP only (bronze)</th>
<th>Zone CIP (bronze)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct-Nov</td>
<td>DCSI and IP Support Team support campus implementation of strategies in the 2-3 Prioritized Levers/Priority Focus Areas.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>By 11/21</td>
<td>DCSI meets with campus leadership to conduct Cycle 1 evidence check on the 2-3 Prioritized Levers/Priority Focus Areas.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>By 11/21</td>
<td>Principal completes Q1 Greenlights and progress monitoring notes for all non-priority Focus Areas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cycle 2 (Dec-Feb)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>CIP only (bronze)</th>
<th>Zone CIP (bronze)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec-Feb</td>
<td>DCSI and IP Support Team support campus implementation of strategies in the 2-3 Prioritized Levers/Priority Focus Areas.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>By 2/27/20</td>
<td>DCSI meets with campus leadership to conduct Cycle 2 evidence check on the 2-3 Prioritized Levers/Priority Focus Areas.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>By 2/27/20</td>
<td>Principal completes Cycle 2 Greenlights and progress monitoring notes for all non-priority Focus Areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/28/2020</td>
<td>SY 19-20 Improvement Plans are duplicated and renamed Proposed SY 20-21 Improvement Plans. Having the upcoming year’s plan template active in DTS allows campuses to work on their plans for the upcoming year without having to wait for summative data from the current year. This also allows plans to be drafted prior to SY 20-21 department budgets and board approval of the SY 20-21 budget.</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

(last updated 8/19/19)
## Austin ISD SY 2019-20 Improvement Plan (IP) Timeline

### Campus Improvement Plan (bronze)

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>CIP only (bronze)</th>
<th>Zone CIP (bronze)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cycle 3 (March-May)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March-May</td>
<td>DCSI and IP Support Team support campus implementation of strategies in the 2-3 Prioritized Levers/Priority Focus Areas.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>By 6/4/20</td>
<td>DCSI meets with campus leadership to conduct Cycle 3 evidence check on the 2-3 Prioritized Levers/Priority Focus Areas.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>By 6/4/20</td>
<td>Principal completes Cycle 3 Greenlights and progress monitoring notes for all non-priority Focus Areas.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Cycle 4 (June-August)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>June-July</td>
<td>Campuses conduct annual evaluations on SY 19-20 plans and make adjustments to SY 20-21 plans based on summative 2020 data.</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*last updated 8/19/19*
**Instructions:** List the name & position of the developers of the 2019-2020 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>Position (teacher, parent, community member, principal, student, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pace, Jennifer</td>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td>2. Williams, Patricia</td>
<td></td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>3. Bryant, Danielle</td>
<td></td>
<td>Community School Facilitator</td>
</tr>
<tr>
<td>4. Gonzalez, Amanda</td>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td>5. Del Toro, Elisa</td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>6. Wood, Nissa</td>
<td></td>
<td>Community Member</td>
</tr>
<tr>
<td>7. Boykins, Victoria</td>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td>8. Diaz, Juan</td>
<td></td>
<td>ACE Coordinator</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
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Jennifer Pace

Printed name

Date 9/28/19

Signature

07/25/2019
Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.)

Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationary.)

Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.)

Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school’s participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.)

Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be attached.)

Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.)

Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.)

Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of webinar/face to face training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.

Attachment #9. Homeless Documentation (Complete and submit sheet attached.)

Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached.

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. Upload ALL documents to your folder in the Google Drive.

Widen Elementary

Campus Name

Principal’s Signature

Date

Submit to your Title I Coordinator in State. Federal & Private Accountability no later than October 1, 2019.

Department of State, Federal, & Private Accountability 2019-2020